

## **LANGUAGE ARTS** **Kindergarten**

### **READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		
<b>I</b>		Expand oral language through vocabulary instruction and experiences.	Aqua Words, p.AW29
<b>I</b>		Speak clearly, properly, and politely.	
<b>I</b>		<b>Begin to use rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).</b>	
<b>I</b>		<b>Give simple, two-step oral directions.</b>	
<b>I</b>		<b>Participate in group discussion.</b>	Color Crazy, p.W2 Everybody Needs a Home, p.W59 First Impressions, p.W178
<b>I</b>		<b>Participate in creative responses to text (e.g., response, discussion, and dramatization).</b>	And the Wolf Wore Shoes, p.W180
<b>I</b>		<b>Ask and respond to questions from teacher and other group members.</b>	
<b>I</b>		Retell familiar stories.	
<b>I</b>		Use familiar texts for recitations.	
<b>I</b>		<b>Dramatize, retell, and dictate what has been learned.</b>	Ethi-Thinking p.W303
<b>I</b>		<b>Listen attentively to speaker for specific information.</b>	
<b>I</b>		<b>Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).</b>	
<b>I</b>		<b>Follow simple, two step oral directions.</b>	
<b>I</b>		"Pretend read" from left to right, top to bottom, and front to back as well as hold a book upright and turn pages.	
<b>I</b>		Understand that a phoneme is one distinct sound.	
<b>I</b>		Distinguish letters from words.	
<b>I</b>		Use sound stretching of one syllable words to identify each phoneme (cat, /c/, /a/, /t/).	
<b>I</b>		Use sound blending of each separately spoken phoneme to make meaningful word (/m/, /o/, /m/ to mom).	
<b>I</b>		Segment one-syllable words into individual sounds and blend the sounds into whole words.	
<b>I</b>		Recognize and produce rhyming words.	
<b>I</b>		Recognize words that have same beginning and ending sounds.	
<b>I</b>		Understand words are made up of one or more syllables (e.g., students clap syllables in words).	
<b>I</b>		Understand that as letters of words change, so do the sounds (alphabetic principle).	
<b>I</b>		Read simple text containing familiar letter-sound correspondences and high	

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		frequency words.	
<b>I</b>		<b>Participate in shared reading.</b>	
<b>I</b>		Begin to use word families and word walls.	
<b>I</b>		Read some words by sight (e.g., the, has, an, can, run, and color and number words).	
<b>I</b>		Relate background knowledge to make meaning from text.	
<b>I</b>		<b>Recognize a purpose for listening.</b>	
<b>I</b>		<b>Make predictions about a story.</b>	
<b>I</b>		Identify front cover and back cover of a book.	
<b>I</b>		Recognize the family and community as resources for information.	
<b>I</b>		Recite familiar poems (e.g., nursery rhymes, jump rope rhymes, etc.)	
<b>I</b>		Use letter-sound matches to decode simple words.	
<b>I</b>		Recall two to three events in order.	
<b>I</b>		Ask questions about the text.	
<b>I</b>		Use complete and coherent simple sentences when speaking.	
<b>I</b>		Use logical words and appropriate word order to complete sentences or to respond to questions.	
<b>I</b>		Visit libraries and regularly check out materials.	
<b>I</b>		<b>Participate in teacher-led experience stories.</b>	
<b>I</b>		Participate in the creation of experience stories.	
<b>I</b>		Use repetitive text to reenact or retell stories.	
<b>I</b>		Retell stories using illustrations.	
<b>I</b>		Use correct grammatical constructions in own speech (e.g., “I will” rather than “Me will”).	
<b>I</b>		Use correct verb and verb tense in sentences when speaking (present and past).	
<b>I</b>		Dictate stories (e.g., to tape recorder, adult, or older student).	
<b>I</b>		Dictate a new ending to a story.	
<b>I</b>		<b>Listen and respond to a variety of media (e.g., books, audio tapes, and videos).</b>	Saturday Morning Wildlife Watching, p.W184
<b>I</b>		Recognize the difference between formal and informal languages.	
<b>I</b>		Recognize and name all upper and lowercase letters of the alphabet.	
<b>I</b>		Begin to understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word.	
<b>I</b>		Recognize a variety of print sources (e.g., books, newspapers, magazines, and charts).	
<b>I</b>		Recognize sources of information (e.g., books, graphs, and computers).	
<b>I</b>		Recognize that printed materials provide information.	
<b>I</b>		<b>Participate in discussions.</b>	Everybody Needs a Home p.W59
<b>I</b>		Share storybooks, poems, and environmental print.	

## Comprehension

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I		Identify labels, logos, and signs in the environment (e.g., job instructions, room labels, poison and danger signs/labels).	
I		Understand that print has meaning.	
I		Read and explain own writings and drawings.	
I		Understand that the way a word is pronounced can affect its meaning	
I		Read as "an emergent reader" a favorite story with meaning and phrasing.	
I		Use illustrations to preview a story or poem.	
I		<b>Participate in the creation of graphic organizers (e.g., KWL, charts).</b>	Beautiful Basics, p.W58
I		Create mental pictures of the story (e.g., characters, setting).	
I		Use pictures to discuss the main idea.	
I		<b>Build vocabulary by listening to literature and participating in discussions.</b>	Color Crazy, p.2
I		Build vocabulary by experiencing a wide range of types of stories.	
I		Use a picture dictionary to determine word meaning.	
I		Connect life experiences to a story or poem.	
I		Predict what will happen next as the story is shared.	
I		Retell the story in own words.	
I		<b>Draw conclusions based on the evidence in the story.</b>	
I		Use common illustrations to gain meaning from text.	
I		<b>Read for a variety of purposes (e.g., to gain information, for enjoyment, and to expand vocabulary).</b>	What's Wild, p.W7
I		<b>Explore a variety of types of books and literary materials (e.g., picture books, alphabet and number books, poetry, storybooks, rhyming books, fairy tales, and song lyrics).</b>	And the Wolf Wore Shoes, p.W180
I		<b>View various media types (e.g., posters, pictures, photographs, films, and videos).</b>	And the Wolf Wore Shoes, p.W180
I		Put in time order the events in a story (e.g., using books, videos, and films).	
I		Identify favorite stories.	
I		Recognize that intonation and volume of voice assist with meaning ( <i>Go Now! or Go Now?</i> ).	

## WRITING

*The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

### Process

I		<b>Brainstorm ideas with teacher and peers.</b>	Ethi-Thinking, p.W303
I		Draw pictures to generate ideas.	
I		<b>Construct graphic organizers (e.g., webs, charts, and diagrams) in a small or large group to organize information.</b>	Beautiful Basics, p.W58
I		<b>Use a variety of sources to gather information.</b>	Saturday Morning..., p.184
I		Pause voluntarily in the midst of writing to interpret what has been written (tracking).	
I		Use a simple rubric to evaluate own writing/pictures and group work (e.g., happy face, stickers).	

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I		Make use of technology to publish writing.	
I		Share orally completed work.	
I		Discuss and react to writing.	
I		Add descriptive words and details.	
I		Incorporate illustrations and/or photographs.	
I		Express thoughts, feelings and experiences through illustrations, dictation or writing.	
I		Review personal collection to determine progress.	
I		Self correct works in progress (e.g., pictures, shared writing).	
I		Participate in the creation of experience stories.	
I		Participate in teacher-led experience stories.	

## Product

I		Write to acquire and exhibit knowledge (e.g., own name-first and last, letters, and numbers).	
I		Represent spoken language with illustrations and temporary and/or conventional spelling.	
I		Write to entertain and inform (e.g., experience stories, pictures, and shared writing).	
I		<b>Participate in shared writing about social studies, science, the arts, and various classroom activities.</b>	Learning to Look, Learning to See, p.W278
I		Participate in shared writing about math (e.g., math journals).	
I		Write, when given time, place, and materials.	
I		Compose a variety of written works (e.g., published books, classroom books, and experience stories).	
I		Maintain, with teacher assistance, examples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).	
I		Create a drawing, picture, sign, or other graphic symbols to respond to literature.	
I		<b>Illustrate and/or write in journals (e.g., temporary/conventional spelling, series of pictures, and recognizable print).</b>	
I		Write friendly notes using temporary/conventional spelling or with teacher assistance.	
I		Dictate stories (e.g., to tape recorder, adult, or older student).	
I		Review personal collection to determine progress.	

## ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

I		Form legible upper and lower case letters.	
I		Write from left to right and top to bottom.	
I		Use appropriate capitalization when writing names.	
I		Recognize ending punctuation marks for statements and questions.	
I		Recognize capitalization at the beginning of sentences.	
I		Trace and reproduce letters and words correctly.	
I		Attempt to spell simple words using pre- to early-phonetic knowledge, sounds of	

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		the alphabet, and knowledge of letter names.	
<b>I</b>		Spell own first and last name.	
<b>I</b>		Write consonant-vowel-consonant words with teacher assistance.	

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## **LANGUAGE ARTS** **First Grade**

### **READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		
<b>D</b>		<b>Expand oral language through vocabulary instruction and experiences.</b>	Aqua Words, p.AW29
<b>D</b>		<b>Implement rules for conversation (e.g., raise hands, take turns, and focus attention on speaker).</b>	
<b>D</b>		<b>Understand, follow, and give oral directions.</b>	
<b>D</b>		<b>Participate in group discussions.</b>	Color Crazy, p.W2 Everybody Needs a Home, p.W59
<b>D</b>		<b>Participate in creative responses to text (e.g., choral reading, discussion, and drama).</b>	First Impressions, p.W178 And the Wolf Wore Shoes, p.W180
<b>D</b>		<b>Respond to questions from teacher and other group members.</b>	
<b>I</b>		Begin to narrate a personal story.	
<b>D</b>		<b>Dramatize or retell what has been learned, heard, or experienced.</b>	
<b>D</b>		Use familiar texts for recitations (e.g., stories and poems).	
<b>D</b>		<b>Listen attentively to speaker for specific information.</b>	
<b>D</b>		<b>Use appropriate listening skills (e.g., do not interrupt, face speaker, and ask questions).</b>	
<b>D</b>		<b>Listen and respond to a variety of media (e.g., books, audio tapes, and videos).</b>	Saturday Morning Wildlife Watching, p.W184
<b>D</b>		Recognize the difference between formal and informal languages.	
<b>D</b>		Understand and follow simple, three-step oral directions.	
<b>D</b>		Understand that printed materials provide information.	
<b>D</b>		Demonstrate directionality by reading left to right and top to bottom.	
<b>I</b>		Track print when being read to aloud.	
<b>D</b>		Read and explain own writings and drawings.	
<b>I</b>		Identify parts of a book (e.g., title page, table of contents).	
<b>I</b>		Recognize that groups of words make sentences.	
<b>D</b>		Recognize words that begin with the same sounds.	
<b>D</b>		Recognize words that end with the same sounds.	
<b>D</b>		Identify rhyming words.	
<b>D</b>		Blend sounds together to form one-syllable words.	
<b>D</b>		Segment one-syllable words into sounds.	
<b>I</b>		Change targeted sounds to modify or change words.	

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#### **REPORTING CATEGORY**

**C = Content    G = Grammar    MG = Meaning    T = Techniques and Skills    V = Vocabulary  
WO=Writing Organization    WP = Writing Process**

**NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.  
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<b>D</b>		Show awareness of syllables by clapping, counting, or moving objects.	
<b>D</b>		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.	
<b>D</b>		Decode phonetically regular, one-syllable words.	
<b>D</b>		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	
<b>I</b>		Apply long and short vowel rules when decoding.	
<b>I</b>		Begin to decode unknown words automatically.	
<b>I</b>		Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.	
<b>I</b>		Reflect punctuation of written text while reading orally.	
<b>I</b>		Participate in guided, oral readings.	
<b>D</b>		Demonstrate the automatic recognition of high frequency words.	
<b>I</b>		Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes.	
<b>I</b>		Read independently daily.	
<b>D</b>		Recite familiar texts to develop fluency, expression, accuracy, and confidence.	
<b>D</b>		Participate in shared reading.	
<b>D</b>		Manipulate word families, word walls, and word sorts.	
<b>I</b>		Match oral words to written words.	
<b>D</b>		Recognize rhyme in Mother Goose and other rhyming books.	
<b>D</b>		Retell a story in correct sequence (e.g., using books, videos, and films).	
<b>I</b>		Retell stories in their own words using sequencing words (e.g., first, next, and last).	
<b>D</b>		Share storybooks, poems, newspapers, and environmental print.	
<b>I</b>		Identify favorite stories, informational text, authors, and illustrators.	
<b>D</b>		Recognize a variety of print items as sources of information (e.g., books, magazines, maps, charts, and graphs).	
<b>D</b>		Recognize sources of information (e.g., books, maps, graphs, and charts).	
<b>D</b>		Visit libraries/media centers and regularly check out materials.	

### Comprehension

<b>D</b>		<b>Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.</b>	Color Crazy, p.W2 What's Wild? p.7 And the Wolf Wore Shoes, p.W180
<b>D</b>		Build vocabulary through frequent read-alouds.	
<b>I</b>		Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues, and structural analysis.	
<b>D</b>		<b>Develop a purpose for listening/reading.</b>	

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### REPORTING CATEGORY

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WO=Writing Organization    WP = Writing Process**

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